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ABSTRACT

Ten elementary and secondary school principals worked with the project director and consultants to select and develop instruments, procedures, and experiences that would help principals become more effective in their leadership roles. On the basis of the experiences gained from the five general workshops and the field trials, the project principals developed a package of instruments and procedures they believed to be of significant value to all school principals and administrators. This document describes the development of the package and evaluates the success of the project. Topics considered in the package include leading effective meetings, communicating with others, organizational style, establishing objectives, time stewardship, and problem solving using force field analysis. The learning package for principals is included in the appendix. (Author/DN)

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Final Report

Project No. 1-J-019
Grant No. OEC-X-71-0015 (057)

Cooperative Washington Education Center
formerly known as the
Consortium of Washington Education Centers
Central Washington State College
Ellensburg, Washington 98926

THE DEVELOPMENT OF A LEADERSHIP TRAINING PROCESS FOR PRINCIPALS

Wm. G. Gaskell, Project Director

January 1973

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE

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ACKNOWLEDGEMENT

The Cooperative of Washington Education Centers initiated this project and have been strongly supportive of it from the beginning. The Cooperative, through its Executive Committee and the current director, Dr. James Parsley, are exploring ways and means for further funding of the project.

ABSTRACT

Ten school principals, six elementary and four secondary, worked with the director of the project and the project consultants to select and develop instruments, procedures, and experiences that their accumulated experiences indicated would help principals to become more effective in their leadership roles.

During the course of five general workshops, the Project Principals shared experiences, frustrations, and problems, and then were presented with new instruments and procedures to take back to their schools to "try on." On the basis of the experiences and learnings thus gained, the Project Principals developed a package of instruments and procedures that they believe to be of significant use to all school principals--to all administrators.

At one general input session, followed by several area meetings, the Project Principals began to share their new knowledge and skills with other interested school principals. This general session consisted of a one-day workshop in conducting more effective staff meetings. It was held in Bremerton, and it received mixed reactions, the consensus being that it was exciting and useful, but too much was presented in too little time. The area meetings have come closer to meeting individual principal's needs.

While the constraints of time and money have mandated this "final" report, the project is, in fact, a continuing one which may never end, and certainly not for several more years.

The project is being continued temporarily through the cooperation of the Organization Development Center, headquartered at Central Washington State College with the same director, Project Principals, and Phase II and III principals. The Cooperative is seeking new funding of the project so that a multi-year plan may be developed and implemented.

FINAL REPORT

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Introduction

As responsible scholars of the nation's schools examine the crises the nation's schools face, it has become increasingly clear that a major crisis is that of leadership. At all levels of education, it is generally acknowledged that the leadership skills needed to help the schools meet an increasing variety of demands are not possessed by the vast majority of school administrators. Two major studies: The League of Cooperating Schools, in California, and the Goldhammer and Becker study have amply demonstrated that nowhere is the leadership crisis more acute than among the principals. Just as the central administrators in school districts have tended to administer in "top down", task-oriented mode, so have the principals in their buildings. Educational decisions in terms of goals of the schools are not common.

Industry has used the results of studies which show that the more people feel a part of a team, the more they have commitment to common goals, the more they enjoy high peer group loyalty, and the more they demonstrate a high level of skill in interaction, the greater is their productivity. Experiences in school settings have demonstrated that the same is true of the schools. These experiences clearly demonstrate that as the principal shares his leadership with his staff, and that as a team they define common goals, plan together, and develop feelings about the group and teamwork, the following benefits are apt to be realized:

- Teachers become more responsible
- The groups' leadership skills increase
- Teachers initiate more activities and programs
- The principal finds more acceptance of his ideas
- Desirable changes are made in the curriculum
- The staff expresses more satisfaction with the school
- Teacher performance improves
- The principal receives high ratings from his teachers on his professional leadership

The Leadership Training Project was developed from the assumption that certain conditions are necessary for change to occur. Following are some of these conditions:

1. Persons tend to change when they have participated in the decision to change.
2. Persons tend to change when the rewards for change exceed the pain of change.

The problem of the crisis in educational leadership is the focus of the Principal's Inservice Training Project. Given the circumstances described above, and given the knowledge that most of those who will serve as principals in the seventies are already on the job, the question facing us is what might be done to help these principals to effectively carry out their responsibilities? What are the skills, competencies, and attitudes he needs? How will he acquire them? And how will he gain the self-assurance (poise) needed to function in his job?

Funded as a small contract grant by the Region X Office of the USOE, the project brought together selected elementary and secondary principals in a series of workshops. At each workshop, the principals were introduced to organizational development skills, then they returned to their schools to see what they could learn by using the skills. At the following workshop session, the project principals shared their experiences in using the various skills and instruments. At each subsequent training session new skills were introduced. At the final workshop, an inservice model for the training of principals was developed which reflects the experiences of the project principals during the workshop period, and includes the experiences they deemed most useful to them in their work. They hypothesized that these experiences would be as useful to other principals as they were to the project principals.

A project with three phases and six objectives was funded and launched beginning April 1, 1971.

Statement of the Problem

The focus was that principals already identified as leaders of educational practices, and given a set of common learnings and field experiences, could inductively develop an inservice model, and participate in establishing the design for field-testing this model. Field-testing and implementation became the second and third phases of the project.

Objectives

1. Develop and implement procedures for identifying settings in which change is taking place.

2. Identify content (competencies) of an inservice program to assist principals in updating and sharpening their skills related to the planning, initiation, facilitation, management, and evaluation of instructional programs.

3. Identify and gain experience in utilizing settings in which the above content (competencies) can be reinforced, made more real, and experienced by trainees.

4. Enable the Pilot project principals to work with Consortium evaluation and inservice education teams in order to provide opportunities for further learning.

5. Develop the model for field-testing.

6. Evaluate the year's activities in terms of the objectives.

Phase I - The plan was to identify six elementary school principals and four secondary school principals who already had demonstrated a willingness and capacity to initiate and manage educational improvement. Working in teams, these principals dealt with evaluation problems and techniques; visited and discussed innovative practices within the Cooperative; studied with consultant experts; and discussed their common experiences. At the end of the year, this group, along with a planner/facilitator, developed and described a model for the inservice training of principals who want to sharpen their competencies in and expand their perception of, educational improvement planning, initiation, management, and evaluation.

Procedures for Phase I

Three types of learning experiences were provided for the pilot project principals during Phase I of the project. (1) Workshops at Central Washington State College, (2) Visitations to schools where innovative programs are underway, and (3) Participation on evaluation and in-service education teams.

A Summer Workshop (two or three weeks) provided theoretical and simulated experiences for the participating principals related directly to those attitudes and competencies authorities believe to be most appropriate for instructional leadership: (1; 2; 4)

- Skills and processes related to involving a wide constituency, including teachers and parents, in long-range instructional planning--the setting of educational goals that have consensus agreement.

Phase II - This model was to be field-tested for a year; evaluated, and modified.

Phase III - A second year of field-testing should produce a usable model for Consortium schools, and for other schools.

The overall objective of the first year -- a pilot program -- is the development of a tentative model which subsequently can be field-tested by Consortium personnel the following two years. At the end of the funding period, the field-testing of a program of principal inservice had been developed and partially tested. The portions of this process that the principals were sure of were taken into a speeded-up Phase III in order to get all possible mileage out of the funded period.

So, at present the project is in both Phase II and Phase III, with plans now firm to proceed for at least one more year through a joint effort of the Cooperative of Washington Education Centers and the Organization Development Center headquartered at C.W.S.C.

As the process of inservice developed, it had these dimensions. Phase I procedures were largely of a do/look/learn mode. The ten Project Principals were presented with the theory in back of the organization development movement. They then were given some management techniques and instruments to try out in their own setting. Then, at the next general session, and sometimes in their geographical areas, the principals shared their experiences and learned from them. This activity led to the development of some "packages" or plans for learning that the project principals believed would be useful to all principals.

Phase II of the project, which had just gotten underway when the project time and funding ran out, involves working with a number of other principals to help them to learn the competencies for which the project principals have developed materials.

The salient features of Phase II of the inservice model as conceived by the Project Principals are:

1. The Project Principals plan to continue learning together as a group--that is, they will continue to learn as they help others to learn.

2. They plan to add members to their group.

3. They plan to establish additional groups that will learn together, then add new members, and also establish new groups. Thus, principals will learn, then teach and learn.

4. A talent bank will be developed so that principals, as they join the process, can know where to find the help they need.

5. There will be a deliberate effort to develop the attitude and the habit of helping one another, of sharing and cooperating--rather than keeping successes a secret. If one "wins," so goes their thinking, all "win."

6. A series of resource guide/learning packages are developed and will undergo continual modification and improvement. Presently, these guides include inservice assistance to principals in the following areas:
   a. Goal, role, and objective development
   b. Describing the school as it is
   c. Leading effective staff meetings
   d. Conflict management
   e. Problem solving
   f. Time management
   g. Shared decision-making
   h. Planning, organizing, and evaluating
   i. Promoting a functional organization
   j. Planning community involvement
   k. Development the faculty as a team

Source of Skill and Competency List

These selected skills and competencies were developed or modified by the Project Principals from an analysis of the characteristics of what they see as the "ideal" school, and the characteristics of the leader of such a school. Given their unique experiences, the Project Principals believe that:

In the ideal school:

- there is a team approach to decision making.
- the Do/Look/Learn mode of operation is apparent.
- there is individualization of instruction, stressing the dignity of the individual, and promoting positive self images.
- is flexible in all appropriate ways so that learners can learn, and teachers can help them to do so.
- has a relevant curriculum and mode of implementing it that is self-appraising, self-correcting, and self-renewing.
- has open and effective communication.
- fosters self initiating on the part of students.
- is clear about its responsibilities, and is accountable for them.
- has a high degree of community involvement, using people as resources as well as involving them appropriately in school decisions.
- is a place where people want to be.

The leader of the ideal school:

- is an effective observer.
- is an effective facilitator.
- has a leadership style that is open and receptive to ideas.
- knows his responsibilities and is accountable for them.
- demonstrates concern for people.
- is an effective counselor.
- has learned to tolerate the tentative, so that he can effectively lead an organization that is self-appraising, self-correcting, and self-renewing.
- seeks data to guide decision-making, and respects and uses the data.

- can lead the community and staff through the processes of goal, role, objective, program, management, and evaluation decision-making.

- listens, reads, speaks, thinks, writes.

- understands methods, people, materials, facilities.

- is committed to everyone succeeding.

Field Testing The Model

To determine whether the skills, competencies, poise and attitudes the Project Principals have found are of value to them, they undertook a "field test" of this model focused upon the following objectives:

1. The Project Principals selected several sets of organizational improvement skills to teach to other principals (the Field Test Principals).

2. The Project Principals devised a plan and developed procedures for helping the Field Test Principals acquire the organizational improvement skills selected.

3. The Project Principals tested the plan and the procedures during March, April, May, September, and October of 1972.

4. The Project Principals and the Field Test Principals gathered data related to these objectives and to the plan and procedure objectives.

5. In terms of the objectives, and in light of the data collected, the Project and the Field Test Principals assisted the Project Director in developing recommendations and a report.

The Plan

Field Test Principals were selected by the School District Coordinators of the Cooperative of Washington Education Centers. The selected principals received a letter describing the project and their projected role in it. The principals were directed into five geographical areas. Two Project Principals team with Field Test Principals from the same geographical area:

1. The north-central area of Washington is the general Wenatchee area.

2. The central area is the general Ellensburg/Yakima area.

3. The southwest area is the general Vancouver area.

4. The Bremerton/Central Kitsap/North Kitsap area.

5. The Federal Way/South Kitsap area.

As indicated below in Procedures for SIPP, the day's activities culminated in a series of agreements by and among Field Test Principals and Project Principals on:

1. What each Field Test Principal planned to do in his building to improve staff meetings.

2. How the Project Principals will help.

3. When the geographical teams shall meet.

4. How project consultants, Drs. Applegate, Pettit, and Gaskell, might be used by the teams.

As geographical teams will be the primary mode of Phases II and III, decisions as to which skill sets will be introduced, and when, will be made by the geographical team.

An organization, and especially the interrelationships among the people involved with the organization, is like an iceberg--that is, there is much, much more than meets the eye. Traditional leadership modes generally have been the exertion of force on the part of the iceberg that shows, the visible one-eighth. The simple physics of such an approach should tell us that we cannot expect much movement if we are able to exert force only on an exposed tip of a great mass.

This project has been dominated by efforts to help Project Principals to understand that there is much more to the organization called "school" than we generally see, and to teaching them ways of, and giving them experiences in, working at moving the vast "unseen" structures and substructures of their schools.

Thus, the concept of a long-termed effort being essential for lasting change to occur became clear to the Project Principals--but they have not found any quick way to share this concept. It is a concept arrived at inductively for there to be real meaning.

EVALUATION

Results

In terms of the six project objectives presented above, the following results are noted:

1. Develop and implement procedures for identifying settings in which change is taking place.

   The Inventory of the Cooperative Washington Education Centers was read for leads. The use of the Mature Group Rating Scale, the Team Development Scale and the checklist of the League of Cooperating Schools were used. It is from this data that in two years time we will be in a position to make judgments about the inservice process.

2. Identify content (competencies of an inservice program to assist principals in updating and sharpening their skills related to the planning, initiation, facilitation, management, and evaluation of instructional programs. This information is presented above in this report.

3. Identify and gain experience in utilizing settings in which the above content (competencies) can be reinforced, made more real, and experienced.

   Each project participant used several of the instrument contained in the Appendix, and several principals used them all. All found that their faculties commented favorably about the way meetings came to be conducted. All found the "What Motivates Me" was useful in focusing faculty attention. Six of the principals reported using the Establishing Goals technique with positive results; and, Time Management helped only three. All worked some with Discovering Areas of Staff Concern and Conflict; but, there is a complicated, slow process, and only in two schools could the principals and faculties point to noticeable progress. The Mature Group Rating Scale and the Team Development Scale have provided most Project Principals with base line data.

4. Enable the pilot Project Principals to work with Cooperative evaluation and inservice teams in order to provide opportunities for further learning. This objective received no direct attention.

5. Develop a model for field testing. As stated elsewhere in this report, the word process is used to describe the inservice project.

6. Evaluate the year's activities in terms of the objectives. We have actually determined to watch and report on the project for a longer period of time. A final report would seem appropriate in about two more years.

All Project Principals have documented change in themselves and in the ways they function. Evidence from faculties indicate that in some instances, the activities initiated as a result of the project are easily identifiable, continuing, and understood and valued by the faculties of these two schools. Five of the principals involved have been working with other principals and other faculties both within and outside of their own districts. At least three are regularly involved this way, and one has been called upon as a feature presenter in a workshop on the evaluation of open concept schools, and as a school management consultant.

All Project Principals report noticeable improvement in staff meetings as a result of things learned in the project. This view has been verified by the various faculties involved.

Making better use of time has been of prime concern to all educators, and several of the Project Principals reported that their faculties believe their principals are more effectively managing time. Other principals report that they are still working on this one; but have not yet made the progress they intend to make.

All of the procedures contained in the Appendix were "tried on" by the Project Principals. One of the most significant aspects of the entire project was the increasing interaction and trust among Project Principals. By the second general session of Phase I, several of the principals were reporting enthusiastically on their experiences with one or more instruments and procedures. This sharing among peers gave encouragement to the others to also "try on" some of the procedures and instruments. The Project Principals all became interested in having the project continue beyond the contract time. The Organization Development Center, headquartered at Central Washington State College, Ellensburg, Washington, has agreed to furnish consultant time at no cost to the schools for those principals who wish to continue, or to begin participating in the project. Currently, in the five geographical areas described above, some of the original Project Principals and some new to the project, are working to improve their effectiveness as educational leaders.

Orally, and in writing, teachers in the Project Principal schools have volunteered that they have seen some changes that they liked in the style of their particular principals; but, when one looks for specifics, one is struck mostly by the positive interaction of Project Principals and the faculties of their schools. It is a positive force; and, despite the fact that the principals learned some new ways to be the leader in the building, it is this new attitude towards their jobs and the people with whom they work that has brought about what promises to be the most lasting effects.

Evaluation

Given the reality that a period of several years in time will be required before the project can be evaluated for its impact, following is the base-line data that will be used in the evaluation and some of the interim information now available. The use of multi-situational, multi-model, and multi-dimensional evaluative feedback does have its drawbacks; but, it is all we can get in this sort of project that is more affective than cognitive in its design.

Project Principals reported as a group that to begin with, the following behaviors were evident in one or more of their schools:

1. Cleavages in faculty--individual and group
2. Hidden agendas
3. Meetings were a struggle
4. Non-participation and/or interest in decision making
5. Lack of staff commitment to carry out decisions
6. Lack of trust
7. "Up tight" principals

After one year in the project, the principals reported:

1. More faculty involvement, e.g., building agendas for meetings, assuming active roles
2. Use of consensus in decision making
3. More open communication
4. Change of role of principals towards being more sharing and facilitative than directive
5. Working with and in varied groupings
6. More acceptance of group decisions and more follow through
7. More surfacing of conflicts and openness in dealing with them
8. Use of observers in meetings to keep meetings productive
9. Less objection to faculty meetings
10. More faculty meetings at the request of faculty
11. Voluntary attendance at meetings
12. Involvement of total staff and more and more students
13. Recognition of the concept of hidden agendas
14. More faculty reporting they like to be involved
15. Principals and faculty reporting that they believe they are learning more and growing professionally

Some impressions of principals and other observers include:

1. It seems as though the teachers involved are happier with their jobs.

2. Principals seem to be viewed as more effective in their jobs.

3. Staff members appear to like their staff meetings.

4. There seems to be a marked increase of involvement of parents; and, hence a better relationship.

5. The greater involvement of teachers has seemed to have led to a more open and accepting behavior towards students.

Finally, the Project Principals report that their experiences have taught them to be aware of the following cautions:

1. Stay open and above board in staff dealings--no hidden agendas.

2. Be careful to remember when working with other principals that:
   a. start where the other principal feels comfortable and non-threatened.
   b. take only small bites.
   c. commitment grows only from experiencing and doing and that the Do/Look/Learn procedure requires "care and feeding."

3. Be sure principals with whom they work clear adequate time to work on the learning tasks.

4. Keep booster activities in the program.

5. Be careful not to overload input sessions.

6. Remember not everyone understands us (the Project Principals) or cares what we are doing.

Conclusions and Recommendations

Based upon oral and written comments of principals, teachers, and central administrators, it appears that the Project Principals "took home" with them more useful knowledge and skill than they did from more traditional training modes. When one's own school is both classroom and laboratory, it appears that one tends to learn more, transfer more, and feel good about what has happened. The Do/Look/Learn mode seems to work quite well for those interested in improving their management skills provided they are able to share the results with others.

Given the fact that the learnings experienced by the Project Principals are more experiential than didactic, more inductive than deductive, more affective than cognitive, it will be several years before an evaluation of much substance can be made. We do have much base line data for the original Project Principal's schools as a result of the use of the various instruments contained in the Appendix. It would seem, then, that the project should be closely watched and reported upon in detail in another two years. This, the Project Director pledges to do.

However, since the project was originally envisioned as a three or four phase endeavor, and since the funding request was only for Phase I and the beginning of Phase II, it would appear that the project is on schedule, and that the basic premise--that principals can learn new and effective skills and competencies on the job--has been demonstrated clearly enough to warrant moving ahead using local funds and resources.

APPENDIX I

PROJECT PRINCIPALS--PHASE I

Gene Anderson, Cascade Elementary School, East Wenatchee
Gary Conner, Washington Elementary School, Ellensburg
Robert Dungan, Columbia River High School, Vancouver
Hal Hoover, Central Kitsap Junior High, Silverdale
Gene Jump, Morgan School, Ellensburg
Gene Keller, Armin Jahr Elementary School, Bremerton
Al Kluth, Olympic View Elementary School, Bremerton
Don Potter, Cashmere High School, Cashmere
Don Rifenbery, Martin Luther King Elementary School, Vancouver
Don Swanson, Twin Lakes Elementary School, Federal Way

PROJECT CONSULTANTS

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Jimmy Applegate, Ph.D., Central Washington State College

PROJECT DIRECTOR

Wm. Gaskell, Ed.D., Central Washington State College

APPENDIX II

LEARNING PACKAGE FOR PRINCIPALS

LEADING AN EFFECTIVE FACULTY MEETING

GENERALIZATION: In order to establish an efficient and effective educational program within a school, it is necessary to involve the total facylty in shared decision making. This can best be accomplished through faculty meetings which are organized and planned for full participation of the faculty.

PURPOSE: The purpose of this packet is to give those principals desiring more involvement and participation of faculty members in the decision making process some ideas and methods which have proved to be successful for other principals. The principal should first decide for himself if he wants this type of involvement as some situations can be quite threatening to one who is not willing to delegate some of his decision maing power.

Experimentation with the listed learning activities accompanying the objectives will provide opportunity for those brave enough to try, to develop some meaningful faculty meetings.

Have the group build the agenda. At the beginning of the meeting, ask the group to spend a few minutes developing the agenda, emphasizing that it should include matters of real concern only. Agenda items should be put into two categories: (a) information items and (b) decision items

If the group is larger than twelve, ask them to break into smaller groups for five minutes, with each group to come up with three or four major items. In this way, everyone has a chance to talk.

Make the agenda visible. On a chalkboard, or on newsprint, list the items in two columns -- INFORMATION ISSUES

Decide on time limits. Suggest some time limits for discussing each column, e.g., 15 minutes for the INFORMATION items and an hour and forty-five minutes on the ISSUES. The purpose of the meeting and the groups expectations about length will have an effect here. Find out how long people want to meet, and their time constraints. They will bless you for this. You might even put a time limit on each item.

Priortize the items. Have the group quickly indicate which items have high, medium, and low priority, and which can be dealt with in some way other than at this meeting. Informational items can be dealt with by newsletter or memorandum.

Keep moving ahead on the agenda. Whoever is presiding must be a tough task master and keep people moving ahead on the agenda. Others can help with this function. If too much time is being taken, or the discussion strays from the plan, this should be pointed out to the group so that they know what they are doing. If they decide to alter the agenda, it is their decision, but they need to have pointed out to them that such a decision has consequences.

Record decisions and next steps to be taken. When you get to ISSUES, be sure all decisions are recorded, including who is going to do what, and by when.

Evaluate the meeting. Before people leave the meeting, have them quickly respond to questions about the meeting, e.g., "On a scale of 1 to 9, indicate how this meeting compares with other meetings recently attended, was it productive?, was there widescale participation? are they satisfied with the meeting?

Have an observer. If the group is to increase the effectiveness of meetings, one or two observers should watch for and feedback at appropriate times data collected through the use of procedures such as those in the following "Observations of Organizational Planning Components," and "Observations of Meeting Conducted."

OBSERVATIONS OF ORGANIZATIONAL AND PLANNING COMPONENTS

1. Clarity of objectives - Why the meeting? What purposes are to be served?

2. Clarity of roles - Who does what and who knows?

3. Visibility of plan for meeting - Agenda? How determined, how importance determined? Decision items separated from information discussion items.

4. Visibility of operational plans - Chairman, recorder, observer, procedures--time lines and participant expectations.

OBSERVATIONS OF MEETING CONDUCTED

1. Content v.s. Process - Was the agenda the content or were digressions the time consuming events?

2. Communication - Did they team talk (a real dialogue) or turn talk? What style - assertions and opinions or questions and data gathered.

3. Decision Making - Were decision items on agenda separated from discussion items? How decisions reached - Consensus based on shared data or majority vote based on generated power.

4. Maintenance Tasks - Who performed them? What were they? What could they have been? initiating - information seeker, clarifying or elaborating, summarizing - consensus testing - etc.

5. Emotional climate and issues - Was it trusting - risking - trying new things together or tight, inflexible-political games were the thing? Were feelings legitimate?

6. Involvement of Participants - Was total membership involved? Were possibilities for total involvement possible?

7. Time spent v.s. productivity - Were participants involved in evaluating the meeting? Improving it?

Objective #1: You will be able to supply and direct your faculty in some communication skill exercises.

Learning Activities:

1. Divide faculty into groups of three. Present "Me-Communicating With Others". Each member of each triad chooses three topics and expresses them in turn to the other members of the triad.

2. Divide faculty into groups of five. Present each member with puzzle parts in an envelope. Each of the five is to end with a square without verbal communication with other members. Each member is to offer parts to another but no one may ask for a part by visual or verbal communication. After exercise, groups should discuss what happened - thoughts, etc.

3. Divide faculty into triads, if possible, including persons known to be in conflict in the same triad. Each member in turn is to point out the good points he sees in the other two members of the triad.

4. Divide faculty into triads. Issue "My Personal Style in My Organization". Have each member fill one copy for each member and himself in the group. Discuss how others see you, compared to how you see yourself.

ME--COMMUNICATING WITH OTHERS

1. When I am introduced to someone, I usually....

2. In talking with someone, I feel most comfortable when....

3. When I am listening, I often....

4. My communication is most productive when....

5. Others seem to react to me by....

6. When I express my feelings, I....

7. Those who really know me think I am....

8. In talking to others I am most afraid of....

9. My great communication strength is....

10. I am....

The Cooperation Squares game, described below, can be played by students in the supper elementary grades or above. It takes about 45 minutes.

Before class prepare a set of squares and an instruction sheet for each five students. A set consists of five envelopes containing pieces of stiff paper cut into patterns that will form five 6" x 6" squares, as shown in the diagram. Several individual combinations will be possible but only one total combination. Cut each square into the parts a through e. Then mark the envelopes A through E and distribute the pieces in the envelope lettered A through E, so that the pieces can be easily returned for reuse.

Divide the class into groups of five and seat each group at a table equipped with a set of envelopes and an instruction sheet. Ask that the envelopes be opened only on signal.

Begin the exercise by asking what cooperation means. List on the board the behaviors required in cooperation. For example: Everyone has to understand the problem. Everyone needs to believe that he can help. Instructions have to be clear. Everyone needs to think of the other person as well as himself.

Describe the experiment as a puzzle that required cooperation. Read the instructions aloud, point out that each table has a reference copy of them, then give the signal to open the envelopes.

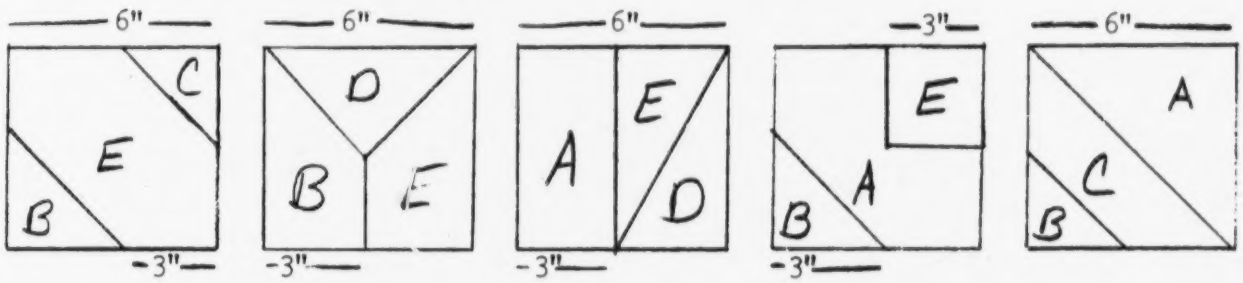
The instructions are as follows: Each person should have an envelope containing pieces for forming squares. At the signal, the task of the group is to form five squares of equal size. The task is not completed until everyone has before him a perfect square and all the squares are of the same size.

These are the rules: No member may speak. No member may ask for a card or in any way signal that he wants one. Members may give cards to others.

When all or most of the groups have finished, call time and discuss the experience. Ask such questions as: How did you feel when someone held a place and did not see the solution? What was your reaction when someone finished his square and then sat back without seeing whether his solution prevented others from solving the problem? What were your feelings if you finished your square and then began to realize that you would have to break it up and give away a piece? How did you feel about the person who was slow at seeing the solution? If you were that person, how did you feel? Was there a climate that helped or hindered?

If students have helped to monitor, they may have observations to share.

In summarizing the discussion, the teacher may wish to review behaviors listed at the beginning. He may also want to ask whether the game relates to the way the class works from day to day.



MY PERSONAL STYLE IN MY ORGANIZATION

formal	_____	_____	_____	_____	_____	_____	informal
impersonal	_____	_____	_____	_____	_____	_____	personal
mask feelings	_____	_____	_____	_____	_____	_____	open feelings
competitive	_____	_____	_____	_____	_____	_____	collaborative
judgmental	_____	_____	_____	_____	_____	_____	non-judgmental
authoritative	_____	_____	_____	_____	_____	_____	democratic
opinionated	_____	_____	_____	_____	_____	_____	accepting
patient	_____	_____	_____	_____	_____	_____	impatient
warm	_____	_____	_____	_____	_____	_____	cold
caring	_____	_____	_____	_____	_____	_____	non-caring

Objective #2: You will be able to select items for discussion at the faculty meeting which are of concern to the group.*

Learning Activities:

1. Build the meeting agenda at the meeting. Ask teachers to suggest items they wish to discuss. List items where all can easily see. When list is complete prioritize by having members vote on how many want to discuss each item.

2. Divide faculty into groups of five. Have each group list three items of importance they wish to discuss. Make a combined list from all groups eliminating duplications. Prioritize by vote.

3. Place a large sheet of paper in convenient spot on wall in faculty lounge titled "Faculty Meeting Agenda". Invite faculty to list items to be discussed at faculty meeting. Prioritize by vote at meeting.

4. List any information and announcements possible on an announcement bulletin which may be distributed at the meeting. Never read anything at the meeting which can be done by a bulletin.

*A video-taped pair of faculty meeting ("old" and "new" procedures) is available through the Principals' Inservice Project. It could be used to introduce the 2nd and 3rd objective.

Objective #3: You will assume the position of consultant advisor by sharing the leadership role with faculty members.

1. Invite the consortium team in your area to conduct a faculty meeting in your building.

2. Have the faculty elect a fellow member as the leader to serve for one semester.

3. Select a new leader for each meeting.

Objective #4: You will use the services of an observer at each meeting to report the interaction and to keep conversation pertinent to the subject under discussion.

1. Distribute "What To Observe In A Group" to the faculty. After they have had a chance to read the materials, divide them into groups of five to discuss the role of an observer.

2. Divide the faculty into groups of three. Have one of the group act as the teller, one the listener and paraphraser, and the third the observer. Have them rotate roles until each has served all three.

3. Select two people as observers at the faculty meeting. Have one observer and record interaction between group members and the other group decisions and methods and processes used in reading these decisions. Each is to report at the conclusion of the meeting.

Objective #5: You will have the faculty evaluate each meeting.

1. At the conclusion of each meeting the question "How do you rate this meeting on a scale of 1 - 9 (one being a best and 9 way out) compared to other faculty members.

WHAT TO OBSERVE IN A GROUP

One of our main goals here is to become better observers and better participants. What is the role of the observer? What do we look for? What is there to see in a group?

The observer is always descriptive rather than prescriptive. He observes the process rather than the content and therefore cannot be a participant at the same time.

When we try to observe how the group is handling its communication, i.e., who talks how much or who talks to whom, we are focusing on group process. In focusing on group process, we are looking at what our group is doing in the "here and now," how it is working in the sense of its present procedures and organization.

The pattern of communication is one of the easiest parts of group process to observe.

1. Who talks? For how long? How often?

2. Who do they look at?

3. Who follows whom and who interrupts whom?

4. What style of communication is used (assertions, questions, voice tone, gestures, etc.)?

These clues help us to decide who influences whom and who is being led.

Decision making procedures are important in order to assess the appropriateness of the decision to the matter being decided on, and in order to assess the consequences--are they really what the group bargained for?

1. Majority-Minority voting

2. "Does anyone object?" or "We all agree."

3. Polling

4. Consensus testing--essential agreement by all but not necessarily unanimity. Explore for opposition to determine whether opposition feels strongly enough <u>not to be willing</u> to implement decision.

Group behavior can also be assessed from the point of view of what its purpose or function seems to be. Is it task oriented, maintenance oriented or self-oriented. When somebody says something is he trying to get the group task accomplished (task), patch up members relationships (maintenance), or meeting some personal need or goal (self-oriented). As the member needs become integrated with group goals, there will be less self-oriented behavior and more task or maintenance behavior.

Some task oriented behaviors are:

1. Initiating: Proposing, defining problems or ideas

2. Seeking information or opinions

3. Giving information or opinions

4. Clarifying and elaborating: interpreting, defining

5. Summarizing: restating, offering conclusions

6. Consensus testing: sending up trial balloon to test

Some maintenance oriented behaviors are:
1. Harmonizing: attempting reconciliation, exploring

2. Gate keeping: keeping communication open

3. Encouraging: indicating acceptance of ideas

4. Compromising

5. Standard setting and testing: is group satisfied?

Causes of self-oriented behaviors are identity questions, the problem of goals and needs, who is in control and how much influence and power do I have, and the question of trust and how to achieve a greater level of trust.

Behaviors produced in response to the problems are:
1. Dependency-counterdependency: leaning on or resisting authority.

2. Fighting and controlling: getting own way.

3. Withdrawing

4. Pairing up: getting support and sub-grouping.

It is the job of the observer to intervene in order to describe the behavior of the group. He is not a judge but is describing things as he perceives them.

To zero in on the above, the observer looks for:
INTERJECTIONS--remarks or signs that do not stop the flow of communications.

INTERRUPTIONS--usually statements that are digressive and not contributive to the flow of communications.

INTERVENTIONS--statements that cause cessation of the communication flow. Usually these are questions asking for clarification but not causing the speaker to stop altogether. There are good interventions and bad interventions. (useful and otherwise)

BREAKING OF TIME LIMITS--groups should establish time limits within which they work, to assure dealing with all or most items within a reasonable time. Does not mean decisions have to be reached within a certain time, but that at a certain time the group will begin to deal with another topic.

LEARNING PACKAGE FOR PRINCIPALS

ESTABLISHING GOALS

GENERALIZATION: In order to establish and facilitate an effective and efficient school, there must be common goals and philosophies to which the staff is committed. In order to reach a uniform commitment, all staff members must be involved in establishing these goals.

PURPOSE: The purpose of this packet is to give those principals desiring to establish common goals within their school an outline which may be followed together with learning activities which have proved successful for others.

NOTE: Faculty members should first be guided through trust-level building activities and communication exercises as explained in the package on "Effective Faculty Meetings".

Objective #1: Each member of the faculty will list in writing the three most important goals he feels this school should satisfy.

Learning Activities: Use one of the following:

1. Assume you are explaining about our school to a parent contemplating moving into our district. List the three things you would tell about our school to convince them to move to our district.

2. List the three most important things you want our students to gain before leaving our school.

3. You are explaining our school to a visiting Chinese diplomat, list the three most important things our school should or does accomplish in relation to students.

Objective #2: Upon being divided into triads, the members of each triad will communicate by use of paraphrasing, to the other members of the triad their three goals.

Learning Activity:

Using one goal from his individually developed list, he tells it to another member of the triad. This member listens then tells it back in his own words (paraphrases). The two continue to communicate until the teller is sure the listener understands his idea. The third member acts as an observe and reports his observation. He is not to assess the quality of communication, (he makes no use of words such as good, poor, etc.) but only what he was without forming value judgements. This is important as the setting must be open and non threatening for the inter change of ideas.

This activity is repeated until all members have played all roles.

Objective #3: Each triad will combine their lists of three goals and by use of consensus will list the four most important goals to the three members.

Learning Activity:

Using the skills practiced in Objective #2 the triad continues to discuss each item until a consensus is reached.

(This is a consensus activity, and requires discussion and restating used modification until all agree, no voting, and no single member domination.)

Objective #4: Upon combining two triads the group of six will reach a consensus on the four most important goal statements and list them on a large sheet of newsprint.

Learning Activity:

Triads are paired and the new groups of six are given the task of putting the ideas together and coming up with a new consensus list.

Objective #5: By use of the fish bowl technique, all groups of six present their list of four goals, and through their chosen spokesman a consensus on a final list of five goals will be reached.

Learning Activity:

The fish bowl technique should be used with no more than six or seven groups. If more are involved, two circles should be formed. Each group of six selects a spokesman who can reflect the thinking of the whole group. The spokesman forms a circle or sit aroung a table with the members of their group sitting close behind. One empty chair is placed in the circle. Only the spokesman is allowed to talk for the group. Their job is to put together all the goals and ideas into a list which represents a consensus of the entire group.

The spokesman for each group may call a caucus of his group at any time. Also any member of any group who wishes to address the total group may move to the empty chair. At this time everyone is to give their attention to the individual occupying the chair. When he concludes his talk, he vacates the chair and returns to his group. The completed set of five goal statements are printed on a large sheet of newsprint.

LEARNING PACKAGE FOR PRINCIPALS

TIME MANAGEMENT

GENERALIZATION: Most administrators have, through habit and seemed necessity, become task managers rather than time managers. By analyzing how he spends his time, and comparing the analysis with how he ideally feels he should spend it and how other key people feel he should, he can learn to manage time and people to better advantage.

PURPOSE: The purpose of this package is to provide the principal with some ideas and instruments to assist him in analyzing his present habits and in becoming a time rather than a task manager.

OBJECTIVE #1: The principal will gain some perspective about himself as an administrator.

Learning Activities:
1. The principal is to list his tasks as he presently sees them.
2. The principal is to have the members of his staff list his duties as they presently see them.
3. The principal is to have his secretary list his tasks as she sees them.

OBJECTIVE #2: The principal will gain some perspective as to what he and the staff ideally believe his duties should be.

Learning Activity 1: The principal is to list his tasks as he thinks they should be.

Learning Activity 2: The principal asks the teachers to list his tasks as they feel they should be.

Learning Activity 3: The principal asks his secretary to list his tasks as she thinks they should be.

OBJECTIVE #3: The principal will analyze and compare differences expressed by himself and his staff in sets of tasks.

Learning Activity 1: Make comparable lists of tasks assigning priority members to each item.

Learning Activity 2: Complete the accompanying productivity log for two days, skip one day, complete for two more days.

Learning Activity 3: Discuss the results with his staff and fellow administrators.

OBJECTIVE #4: The principal will develop a new schedule and follow it for a period of four days.

Learning Activity 1: Read Up The Organization by Robert Townsend.

Learning Activity 2: Construct a daily schedule (sample enclosed).

Learning Activity 3: After four days analyze productivity of new schedule.

Learning Activity 4: Discuss new schedule with staff and fellow administrators.

TIME PRODUCTIVITY LOG

Maurice L. Pettit

Sequential Time Log	Estimate of Productivity 0 - 9 0-least 9-most	Directed by Whom	Reording of Time and Activities	Reestimate of Productivity
Total Hrs. Per Day	Total Hrs. Per day of Productivity: Low Med. High		Total Hrs. Per Day of Reordering:	Total Productivity: Low Med. High

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:20 - 8:00	In Office & Halls for conferences with students & teachers.				
8:00 - 9:30 8:30 - 9:00 9:00 - 9:30 9:30 - 10:00	In classrooms or conference with teachers	In classrooms	In classrooms and Conferences	In classrooms and Conferences	In classrooms and Conferences
10:00-10:30 10:30-11:00	Telephone Calls Professional Reading	Administrative Council	Telephone Desk Work & Reading		
11:30-12:00	In Halls & Lunchroom Confer with students		In Halls & Lunchroom Confer with students		
12:00-12:30	Lunch	Lunch	Lunch		Lunch
12:30-1:00 1:00 -1:30 1:30-2:00	Classroom and Conferences	Classroom and Conferences	Classroom and Conferences	Rotary	Classroom and Conferences
2:00-2:30	Phone & Desk Work	Phone & Desk Work	Phone & Desk Work	Phone & Desk Work	Phone & Desk Work
2:30-3:00	Dismissal Time	Dismissal Time In Office & Hall	Dismissal Time In Office & Hall	Dismissal Time In Office & Hall	Dismissal Time In Office & Hall
3:00-3:30 3:30-4:00	Faculty & Committee Meetings	Conference Planning	Conference Planning		
4:00-4:30	Phone & Desk Work	Reading	Reading		

LEARNING PACKAGE FOR PRINCIPALS

DISCOVERING AREAS OF STAFF CONCERN AND CONFLICT

GENERALIZATION: In order to effectively plan change and improvement in a school, it is necessary to assess the feelings of the faculty about the school, its leadership and their position in its function.

PURPOSE: By evaluating the results of the instrument provided to accomplish the stated objectives, it will be possible for each principal to provide his staff with data which will assist them in evaluating their present feelings about their organization,what motivates them, and how they view the school leadership.

Objective #1: After completing the instrument "What Motivates Me" the principal will list the five motivating factors of most importance and the five least important to his staff.

Learning Activity:

1. Distribute the instrument "What Motivates Me".
2. Have each faculty member select the five most important motivating factors to him in order of importance numbering from 1 - 5.
3. Have each faculty member select the five items of least importance in order of least importance numbering backwards from 10 - 6.
4. Tabulate results by having numbers by a show of hands how many classed each item in the first five and the last five.
5. Select the five highest numbers in each category.
6. Discuss the results with the group and compare with summary of the government and private industry responses.

WHAT MOTIVATES ME?

Please indicate the five items from the list below which you believe are important in motivating you to do your best work.

_____ 1. Steady Employment

_____ 2. Having an efficient supervisor

_____ 3. Feeling my job is important

_____ 4. Having a local house organ, employee bulletin or paper

_____ 5. Not having to work too hard

_____ 6. Fair vacation arrangements

_____ 7. Getting a good performance rating so that I know where I stand

_____ 8. Respect for me as a person

_____ 9. Getting along well with others on the job

_____ 10. Chance to do work not under direct or close supervision

_____ 11. Opportunity for self development and improvement

_____ 12. Large amount of freedom on the job

_____ 13. Attending Staff meeting

_____ 14. Having a written description of duties of my job

_____ 15. Good pay

_____ 16. Knowing that I will be disciplined if I do a bad job

_____ 17. Knowing what is going on in the rest of the organization

_____ 18. Adequate rest periods and coffee breaks

_____ 19. Having an employee council

_____ 20. Pensions and other security benefits

_____ 21. Good physical working conditions

_____ 22. Opportunity to do interesting work

_____ 23. Chance to turn out quality work

_____ 24. Being told by my boss when I do a good job

_____ 25. Agreement with agency objectives

_____ 26. Chance for promotion

_____ 27. Miscellaneous: _____

_____

Objective #2: The principal after reviewing the results of the instrument "My Personal Style in My Organization", will make a profile of how his staff views him.

Learning Activity:

1. The principal issues the instrument "My Personal Style in My Organization" to the staff members and asks them to complete the forms by marking an "X" on the continuum as to where they believe he is.

2. In reviewing the instrument the principal should make a mark in each blank on the continuum scale for each "X" recorded by staff members.

3. The number of marks stiuated on the continuum will give the principal a good idea of how the staff sees him. Any obvious discrepancy also become valuable information.

MY PERSONAL STYLE IN MY ORGANIZATION

formal	_____ _____ _____ _____ _____ _____	informal
impersonal	_____ _____ _____ _____ _____ _____	personal
mask feelings	_____ _____ _____ _____ _____ _____	open feelings
competitive	_____ _____ _____ _____ _____ _____	collaborative
judgmental	_____ _____ _____ _____ _____ _____	non-judgmental
authoritative	_____ _____ _____ _____ _____ _____	democratic
opinionated	_____ _____ _____ _____ _____ _____	accepting
patient	_____ _____ _____ _____ _____ _____	impatient
warm	_____ _____ _____ _____ _____ _____	cold
caring	_____ _____ _____ _____ _____ _____	non-caring

Objective #3: By reviewing the results of the "Mature Group Rating Scale" the principal will be able to tell how staff members feel about their school organization as it is now and how they would like it to be.

Learning Activities:

1. Administer the "Mature Group Rating Scale" to all staff members.* Have each member mark on the continuum where they feel the organization is now by drawing a circle around that number. Then place an "X" over the number where they would like the organization to be.

2. Results should be charted on a grid as described below

Question	1	2	3	4	.....	14	Total	Difference
Teacher A	5/9	6/9	3/9	2/7			70/120	50
B	6/8							45
C	5/9							95
⋮	⋮							
⋮	⋮							
Z	7/9							
Totals	100/180	95/175	30/170					
Difference	80	80	140					

Those items with the highest total in the bottom row are the areas of most concern to the members in the organization.

Those individuals with the highest numbers in the far right hand column are those with the most concern.

3. By careful analysis individual problems and conflicts may be brought to the surface.

4. Individual staff members who have concerns in specific areas may be assigned to task forces to assist in reading conflicts and improving the organization.

*A change-of-pace alternative is the Team Development Scale

MATURE GROUP RATING SCALE

Maurice L. Pettit*

1. Adequate mechanism for getting feedback about group efforts.

0 1	2 3	4 5	6 7	8 9
Non Existent	poor	fair	excellent	superior feedback systems

2. Decision making system.

0 1	2 3	4 5	6 7	8 9
No system exists	poor system	fair	excellent	superior

3. Cohesion of group.

0 1	2 3	4 5	6 7	8 9
Cohesion nonexistent	poor	fairly cohesive	high cohesion	very high cohesion

4. Cohesive components.

0 1	2 3	4 5	6 7	8 9
Strictly Machiavellian	Adversary relationship	Somewhat positive/ some trust	Trusting & contains respectful relationships	Optimal conditions Open-trusting Individuality preserved

*Adapted from Schein

5. Flexibility of Organization.

0 1	2 3	4 5	6 7	8 9
Inflexible	Slightly flexible	Fairly flexible	Very flexible	Optimal flexibility

6. Use of membership resources.

0 1	2 3	4 5	6 7	8 9
Virtually no use	Slightly used	Fair use	Good use	Very good use

7. Communications - (in team and out of team settings)

0 1	2 3	4 5	6 7	8 9
Very poor	poor	fair	excellent	superior

8. Clarity of goals.

0 1	2 3	4 5	6 7	8 9
Very unclear	not clear	fairly clear	clear	completely clear

9. Commitment to goals.

0 1	2 3	4 5	6 7	8 9
Uncommitted	Poor commitment	fair commitment	good commitment	very high commitment

10. Feelings of interdependence with authority persons.

0 1	2 3	4 5	6 7	8 9
non-existent	little interdependence	fair interdependence	good interdependence	excellent interdependence

11. Shared participation in leadership functions.

0 1	2 3	4 5	6 7	8 9
unshared	little sharing	fair sharing	good sharing	very good sharing

12. Acceptance of minority views and persons.

0 1	2 3	4 5	6 7	8 9
non-acceptance	little acceptance	fair acceptance	good acceptance	very good acceptance

13. Effectiveness in surfacing critical issues.

0 1	2 3	4 5	6 7	8 9
Ineffective	little effectiveness	fair effectiveness	effective	very effective

14. Effectiveness in problem solving.

0 1	2 3	4 5	6 7	8 9
Ineffective	little effectiveness	fair effectiveness	effective	very effective

TEAM DEVELOPMENT SCALE Gaskell

Circle the number you think best reflects reality in your team situation.

1. Degree of mutual trust:

High suspicion						High Trust
1	2	3	4	5	6	7

2. Communications:

Guarded, cautious						Open, authentic
1	2	3	4	5	6	7

3. Degree of mutual support:

Every man for himself						Genuine concern for each other
1	2	3	4	5	6	7

4. Team objectives:

Not understood						Clearly understood
1	2	3	4	5	6	7

5. Handling conflicts within team:

Through denial, avoidance, suppression, or compromise						Acceptance and "working through" of conflicts
1	2	3	4	5	6	7

6. Utilization of member resources:

Competencies not used by team						Competencies used by team
1	2	3	4	5	6	7

7. Control methods:

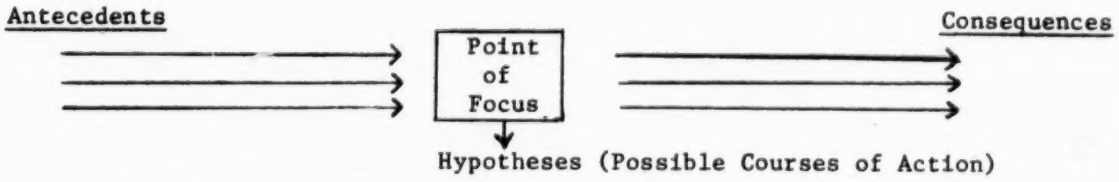
Control is imposed						Control from within
1	2	3	4	5	6	7

8. Organizational environment:

Restrictive, pressure for conformity						Free, supportive, respect for differences
1	2	3	4	5	6	7

Objective: Given the following model of procedure and background information and explanation, the principal will lead his staff through the procedure until they regularly use it themselves without his urging.

The Model:



Background Information:

Every situation has antecedents--a history--reasons for it being the way it is. Every action (or inaction) has consequences. Problems exist because people have done (or not done) things. The doing and non-doing leads to consequences. When the staff reaches a point of significant dissatisfaction with those consequences, something can be done. Until the problem or concern is thoroughly examined in terms of its antecedents and their consequences, only those who are aware of the consequences will be sufficiently concerned to take action. If one wants consensus, one must help all concerned to more fully understand the problem.

Explanation:

In identifying a Point of Focus, one states the problem. For example, one of the problems identified in this project was: Teachers do not like or participate effectively in meetings. That statement goes into the box. Why do they not like or get involved in meetings? As a group they will help you list the reasons: items of little or no concern to me, meetings dominated by principal and maybe one or two teachers, nothing really ever is accomplished, they degenerate into name-calling, etc. The group also helps to identify the consequences: inattention and lack of commitment, boredom, frustration, anger, chagrin, impatience, lack of involvement, etc.

At some point, it will likely become evident that there is general dissatisfaction with the situation because most people see and are not content with the consequences. Now, and not before, it is

appropriate to take some action steps.

With the group, try to list as many possible courses of action that you can. Take ample time. Don't work any one alternative until you are satisfied you have listed all options available. Then, for each alternative, develop a list of the probable consequences if you were to adopt it. Again, take sufficient time. The problem probably was a long time in development, so a little more time to be sure is in order. Finally, examine the sets of probable consequences in terms of the philosophy (goals and values) of the school. Select the one (or ones) that fit that goal/value screen. Do a force-field analysis of each to see what must be done to get the alternative initiated--or to see if it is feasible to do so.

Plan and initiate a pilot project in order to work out the operational problems. There is usually no need for everyone to try an alternative at the outset. State the objectives of the "try out," set a time limit, and specify the data you will need to collect in order to see if your efforts paid off in the desired ways. Modify the procedure in terms of the feedback. Adopt it.

Learning Package For Principals

Using Force Field Analysis

Generalization: Once general goal statements have been developed, they need to be analyzed and translated into usable objectives. One effective method for doing this is called "Force Field Analysis", that is the forces present and impinging on any point of focus and analyzed to determine their effect and consequences.

Purpose: The purpose of this package is to give the principal some ideas about the use of "Force Field Analysis" in decision making and to give him some examples and exercises on how it may be used.

Objective #1: The principal will select items suitable for a point of focus to be used with the F.F.A.

Statement of Explanation:

Depending on the nature of the goal, and how complicated it is, there may be an intermediate step needed before employing the F.F.A. For example, if a goal statement were to be as broad as this: every pupil should be helped to gain and maintain a positive self image, more would have to be done in order to identify a point of focus for analysis. A list of identifying behaviors and characteristics would have to be made. Each of these sub-goals would be a point of focus.

Learning Activities:

1. List three specific ways you feel most teachers could help students become independent learners.
2. List three things you feel hinder you from performing the kind of job you would like in your position.
3. List three things that inhibit parents from showing an interest in schools.

Objective #2: After selecting one problem or goal the principal will list the forces for and against its solution or achievement in proper form.

Learning Activities:

1. Read the accompanying explanation
2. Select one problem which keeps you from doing your job as you see it and diagram the forces for and against.

The point of focus is: Parent back-to-school nights should be better accepted by parents and teachers.

Helping forces	Hindering forces
parents want to be informed	lots of work
teachers can communicate programs	few parents sometimes monopolize teacher time
good for public relations	not all show up
etc.	etc.

The process is that your developing lists of helping and hindering factors that need to be dealt with. This still is not the time to develop strategies. It is an analysis step to be sure that the problem is looked at from all angles. Care should be exercised at this time to identify what the situation really is.

Objective #3: Upon completion of the diagram of forces for and against the achievement of a goal or solution to a problem, the principal will rate and rank the forces in numerical scale.

Learning Activities:

1. Read accompanying material.

2. Continue with previously selected problem under Objective #2. Rank and rate this criteria.

3. Select a new problem or goal, list forces for and against and rate and rank their order.

FORCE FIELD TECHNIQUE FOR DIAGNOSING A PROBLEM

Suppose that a youth worker came to you and said, "The group of children that I'm working with this year is very difficult. There in one child in particular who seems to cause the trouble. Do you think I should remove that child from the group? Do you believe this might solve my problem?" You would need to ask many questions of this youth worker in order to be helpful. This situation can be compared to a patient who comes to a doctor and says, "I have a terrible headache. Do you think I should undergo brain surgery?" The doctor naturally would conduct a careful diagnostic examination before even considering what action to take.

In both of these problem situations, someone has jumped directly from a problem to considering a plan of action. The real problem in both cases is that several important steps in the problem-solving process have been omitted. This paper will review those steps and give particular attention to the force field technique of diagnosing a problem.

Action-Research Steps of Problem Solving

1. Identifying the Problem: Who is causing it and who is affected by it? What specific goals would need to be attained in order for it to be resolved? What kind of a problem is it? For example:

   SELF: Conflict of values and attitudes; my lack of skills; my inability to express feelings; a different perception

   OTHER: Lack of understanding or skills; unwillingness to use his resources; conflict about values and attitudes

   ORGANIZATIONS: Lack of communication channels, scheduled time and resources; unclarity about membership roles and norms; power conflicts in decision making; lack of support for innovation

   SOCIETY: Conflict between community and school values; lack of clarity about goals; other structures in conflict with school structures

   What sources from research information would be needed to more clearly define the type of problem and validity of goal solution?

2. Diagnosing the Problem Situation: Once the problem has been clearly stated in terms of goals to be attained, one should identify the forces operating in the situation which tend to push toward or against a particular goal. As the true forces are identified, it often becomes clear that the goals which were first thought to represent a solution are incorrect or inadequate. New goals must be stated and new forces identified repeatedly as one works toward resolution of the problem. Diagnosis is a continuous part of problem solving.

3. Considering Action Alternatives: As diagnostic work progresses, a range of action alternatives should emerge. Each should be considered in relation to knowledge of the forces operating in the problem situation. If one or some combination of the alternatives is tried, what will happen to the forces pushing toward or away from a particular goal? How will the forces operate to influence the success or failure of a trial of a particular action alternative?

4. Trying Out an Action Plan: At some point, one or a combination of the action alternatives will be attempted. As the attempt is made, information will be needed to assess whether there is movement toward the goals. This includes discovery of the forces which are changing to understand what is accounting for movement, or the lack of it. Such assessment provides both an evaluation of progress and a new diagnostic picture. It clarifies the next action steps which need to be taken. It also may identify additional skills which may be needed in order to move ahead. This latter type of information should be the basis of in-service training closely related to any action program.

5. Diffusion and Adaptation: Information gained from action experience in dealing with a problem should be shared with others who face similar problems. Information to be diffused should include: A clear, specific problem statement; the forces involved in the problem situation; a description of action taken to change the forces; results of action including failures as well as successes; special problems that were encountered; and special skills that were needed to carry out particular actions. These kinds of information make it possible for persons in another setting to adapt elements of what was tried to their own diagnoses of their particular problem situations.

Continuous attention to diagnosis is the cornerstone of the action-research steps of problem solving. Without complete, accurate diagnosis, problems in youth work tend to multiply. Fads are accepted which don't really fit the local situations where they are applied. Potentially good solutions are abandoned without realizing the slight changes which are needed to make them work. Decisions are made on the basis of peoples' ability to argue or on the status of positions which they hold rather than on the true facts of the situation. Helpful innovations in youth work are rediscovered and die repeatedly without being effectively shared as people don't know what to tell or what to ask.

There are probably several reasons why good diagnostic work is not engaged in very actively by people who work with youth. One is that it is comparatively difficult to identify clear goals in helping youth to grow. An engineer can make accurate estimates of the kinds and quantities of materials he needs to build a power dam to produce a given amount of electricity in a certain setting. It is vastly more complicated for a youth worker to estimate the kind of experience that will help a group of children develop a trait, such as interdependence, appropriate to their innate abilities and the probably opportunities of their life setting.

It is often difficult to get accurate information even when goals can be stated clearly in work with youth. The medical doctor listens with his stethoscope; views with his x-ray machine and analyzes with his chemical and electronic equipment. Youth workers are only beginning to be provided with the tools developed by social scientists to gather the sorts of diagnostic data of critical importance to their efforts. These include sensitivity to feelings, inner values and attitudes; ways to learn of the perceptions people have of each other; and the norms which operate in groups to influence the behavior of the individuals in them.

An expecially important barrier to becoming involved in good diagnostic work is simply the lack of awareness of how important and satisfying such effort can be. Spending time gathering information, thinking about it, and planning on the basis of it is not a traditional part of the youth worker's role. There is little support or reward for time which is not spent in carrying out action or for time spent in working directly with youth or in carrying out administrative details.

Force Field Technique For Diagnosing a Problem

To use this technique, one must first state a problem in terms of a clear goal. An example will be used to illustrate the technique.

Mr. Smith is a youth worker who states his problem as follows:

> As an adult working with a group of youth, I'm concerned about developing interdependence between us. I don't want the youth in our group to do things just because I suggest them. On the other hand, I don't want them to reject ideas just because they come from the adult. I have a goal for the group of becoming more open and active in criticizing what they see as helpful and nonhelpful in my suggestions and of seeking my reactions to theirs.

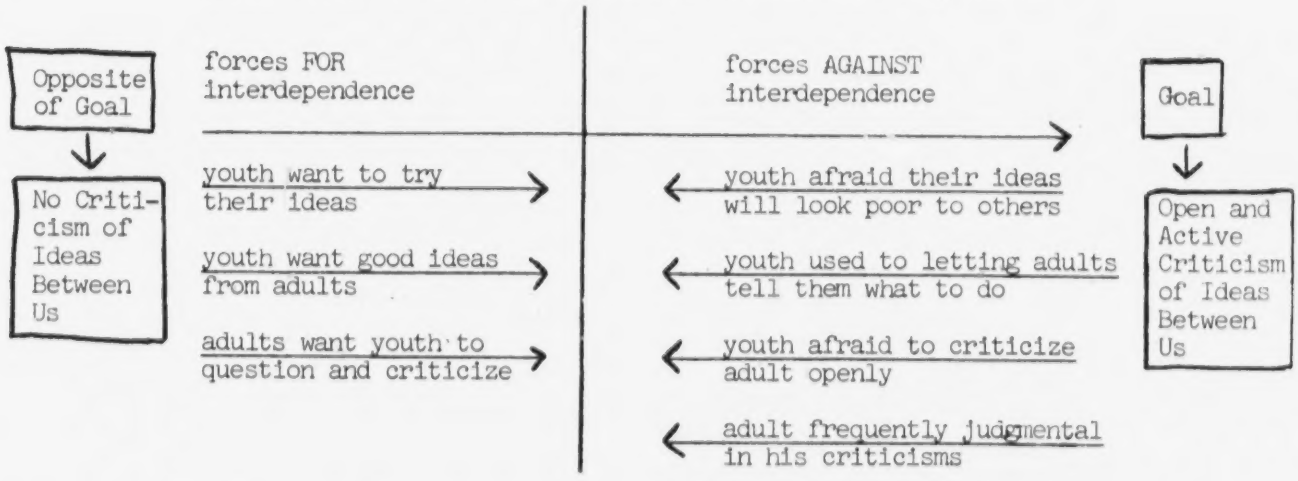
Mr. Smith now is ready to write out his first force field. He takes a blank sheet of paper and writes the general nature of the problem at the top. He htne draws a horizontal line across the top. On the left side of the line he writes the words forces for interdependence. On the right side he write forces against interdependence. In the right margin of the paper he writes the goal which he has specified for his problem, "open and active criticism of ideas between the group and me." In the left margin of the paper he writes the opposite of his goal, "no criticism of ideas between the group and me."

Now he draws a vertical line down the middle of the page. This line represents the way things are at the moment with regard to openness and activeness of criticism between him and the group. Things are the way they are at the moment because there is a set of forces pushing from the left toward openness and activeness of criticism, and an equal set of forces pushing from the right against openness and activeness. If the forces on the left become stronger while those on the right stay the same or get weaker, the line will move toward the right--toward more openness and activeness. Mr. Smith now must write out what he believes to be the important forces operating in this situation.

Diagram I presents his first effort at writing out the force field.

DIAGRAM I

Force Field No. 1 - Interdependence Between the Group and Me


Opposite of Goal
No Criticism of Ideas Between Us
forces FOR interdependence
forces AGAINST interdependence
Goal
Open and Active Criticism of Ideas Between Us
youth want to try their ideas
youth want good ideas from adults
adults want youth to question and criticize
youth afraid their ideas will look poor to others
youth used to letting adults tell them what to do
youth afraid to criticize adult openly
adult frequently judgmental in his criticisms

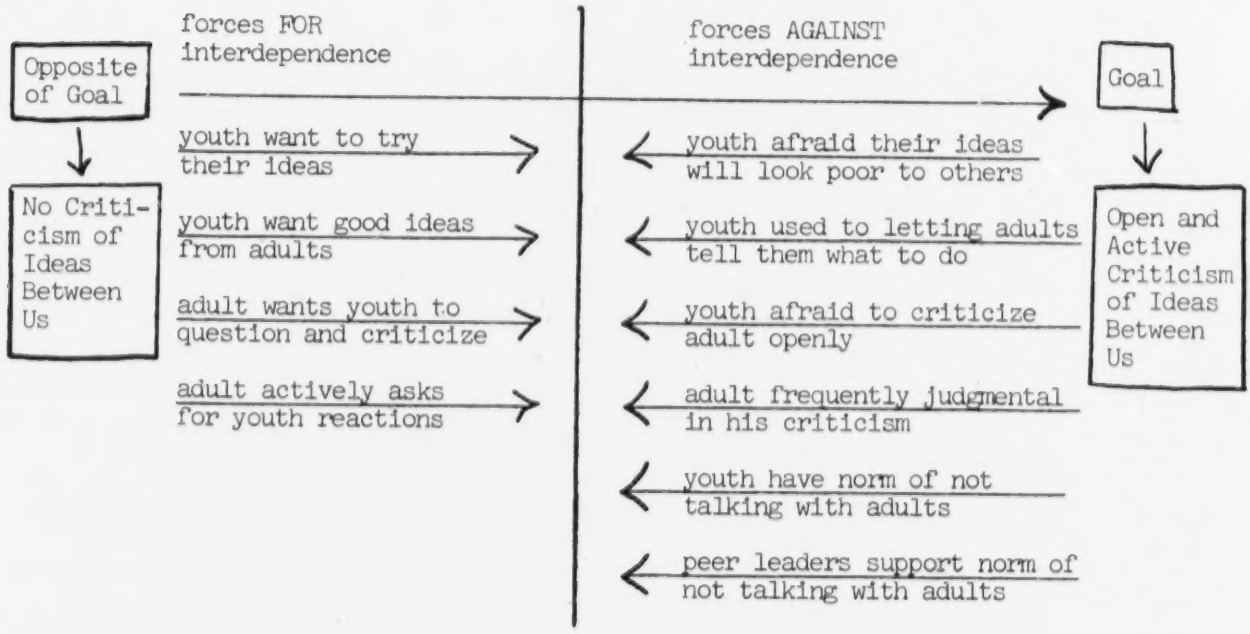
Mr. Smith wasn't very satisfied with his first effort to draw the force field. He suspected there were additional forces other than the ones he had thought of. During his next meeting with the youth, he raised the question of how people felt about discussing each other's ideas. He asked specifically for their reactions to some of the ideas he ahd recently suggested. He expecially asked them to share their reactions. They seemed reserved, however, about giving them. One of them told him privately later, "We just don't talk about that with adults. I would have said some things, but the other kids would have thought I was being an apple polisher."

Mr. Smith believed he had learned two things from the discussion. One was that an additional "force for" was to actively ask the youth for their reactions. Another was that there was some kind of norm among the youth about not talking to adults in a way that would be seen as "apple polishing." This norm appeared to be an important "force against." He thought maybe the peer leadership of the group was an important "force against" which was affecting the way this norm operated in the group.

In Diagram II Mr. Smith has added these three forces to the force field.

DIAGRAM II

Force Field No. 2 - Interdependence Between the Group and Me


forces FOR interdependence
forces AGAINST interdependence
Opposite of Goal
Goal
No Criticism of Ideas Between Us
Open and Active Criticism of Ideas Between Us
youth want to try their ideas
youth want good ideas from adults
adult wants youth to question and criticize
adult actively asks for youth reactions
youth afraid their ideas will look poor to others
youth used to letting adults tell them what to do
youth afraid to criticize adult openly
adult frequently judgmental in his criticism
youth have norm of not talking with adults
peer leaders support norm of not talking with adults

Mr. Smith now did three additional things with his force field. First, he ranked all of the forces in term of how important he thought they were in trying to change the situation. He put a number 1 by that force which he believed would yield the most movement toward the goal if it could be changed. He put a 2 by the force that he thought would result in the second greatest amount of movement if changed, and so forth. Second, he rated each force in terms of how easy he thought it would be for him to bring about some change in it. He gave each force a rating of hard, medium or easy. Third, he again rated each force, this time in terms of how clear he was about whether it really was a force. Was he just imagining it to be a force, or was it really operating? He labeled each force as clear, partly clear, unclear.

Diagram III presents Mr. Smith's force field at this point.

DIAGRAM III

Force Field No. 2 - Interdependence Between the Group and Me

Opposite of Goal	forces FOR interdependence	forces AGAINST interdependence	Goal
	(clear) (3) (easy) youth want to try their ideas	(medium) (10) (unclear) youth afraid their ideas will look poor to others	
No Criticism of Ideas Between Us	(partly clear) (6) (medium) youth want good ideas from adults	(easy) (9) (clear) youth used to letting adults tell them what to do	Open and Active Criticism of Ideas Between Us
	(partly clear) (7) (easy) adult wants youth to question and criticize	(medium) (8) (partly clear) youth afraid to criticize adult openly	
	(partly clear) (4) (medium) adult actively asks for youth reactions	(hard) (5) (partly clear) adult frequently judgmental in his criticism	
		(hard) (1) (partly clear) youth have norm of not talking with adults	
		(medium) (2) (unclear) peer leaders support norm of not talking with adults	

Now, Mr. Smith had a picture of what he thought was going on in his problem situation. The most important thing that stood out to him was that he was not very clear about some of the forces which he guessed to be important. He went back to the youth to get more information about forces that were not clear. He got this information both through discussions and by using questionnaires. The force which he had ranked as most important seemed so complex to him that he wrote out a force field diagram about it!

This helped him identify further forces and questions he needed to discuss with the youth. Mr. Smith also began to consider ways he could alter some of the forces. He put some of these alternatives into action. His efforts to get information from the youth to determine the force fields turned out to be an action plan in itself which proved helpful. Mr. Smith found the group changing in the direction of his goal.

At the end of several weeks, Mr. Smith found it helpful to look back over his efforts. He could note the changes which had occurred in his force field over time. He knew that his current force field diagram was much more accurate than his first attempts had been. It was based on careful data gathering. He had gathered some kinds of data several times so that he could see evaluatively how some of the forces had changed in response to the action efforts which he and the youth had worked out. Most exciting to Mr. Smith was his discovery that he could share the force field technique with the youth. Now they were working together on diagnosing goal situations, planning action for the group and evaluting the reasons for success and failure.

SUMMARY

A person applying the force field technique in diagnosing a problem and/or deriving the most appropriate solution will have completed the following process steps:

1. Identified a problem/goal
2. State a problem applying all criteria
3. Listed forces for and against in proper form
4. Rated forces in numerical scales
5. Ranked forces in numerical scales
6. Gathered data about problem
7. Evaluated data and derived other forces, etc.
8. Derived and stated appropriate solution strategy
9. Evaluated solution effectiveness

SUMMARY FOR CRITERIA OF RANKING AND RATING

Ranking

A. Importance is defined as significance. How important or significant is a force in yielding the most movement toward the goals?

Rating

A. Strength refers to resistance to change. How strong is a force in changing a situation? Is it hard, medium or easy?

B. Clarity refers to evidence. What evidence is there that it is a force? How clear is it to me that it is a force?

Objective #4: After gaining skill in the use of F.F.A. as an individual, the principal will attempt the technique in solving a common school problem with the total faculty.

Learning Activity:

1. At a faculty meeting select a common problem of concern to total staff. (i.e. noise in the halls during class)
2. On board or chart diagram forces for and against solving the problem by using input from all staff members.
3. Rate forces in numerical scale.
4. Rank forces in numerical scale.
5. By brainstorming evaluate data and derive other forces.
6. Establish objectives which will eliminate the "against" forces.